

Inspection report for early years provision

Unique reference number	107328
Inspection date	29/06/2010
Inspector	Elizabeth Anne Coffey

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 1996. She lives with her adult daughter. They live in a two bedroom house in East Dulwich, in the London borough of Southwark. Children are cared for mainly on the ground floor. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years, of whom three may be in the early years age group, of whom one may be under one year, at any one time. There are currently two children in the early years age group on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes all aspects of children's welfare and learning successfully. Children are safe, secure and confident in her care. She offers an inclusive service where all children are valued and their individual needs met. The childminder has begun to reflect on and evaluate her childminding service, identifying key strengths and weaknesses. She recognises this as an area for further development in order to maintain continuous improvement and ensure positive outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop systems for reviewing, monitoring and evaluating practice to help support ongoing improvement
- develop systems of observations and assessment to identify learning priorities for individual children linked to the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder understands her responsibilities in relation to safeguarding children. She ensures her knowledge and procedures are updated in line with the latest guidance. The childminder maintains all of the records required for the safe and efficient running of the service and documentation is clear and well organised. This helps to safeguard and promote children's welfare. Risk assessments for both the home and outings are completed and help to ensure that any hazards are identified and dealt with promptly. In addition, the childminder closely supervises the children at all times. The childminder has identified some goals for future development. However, systems for self-evaluation are in their infancy and the childminder is keen to develop these and to access any further training and

materials that will help to enhance the service she provides.

The childminder ensures that children have access to well arranged resources and encourages them to make choices from a broad range of interesting and stimulating activities which effectively meet their learning needs. Children are supported well by the childminder valuing the uniqueness of each child, so as to tailor activities to their individual needs.

Partnership with parents is effective and parents are well informed about the provision. They have access to all relevant policies, procedures and information and there is a good two-way flow of information, for example, through daily face to face discussion. Parents report that they are very satisfied with the service provided and commend the 'friendly but also professional service' and note that their child 'is thriving in the childminder's care'. Good working partnerships with other professionals, such as nurseries and schools that children attend, enhance and support children's care and development.

The quality and standards of the early years provision and outcomes for children

The childminder has warm and caring relationships with minded children, and as a result children are very well settled. They move confidently around the home because the childminder has ensured that accessible areas are safe and suitable. The childminder takes effective steps to identify and reduce any potential hazards and children are very well supervised at all times. Children show they feel safe by confident and independent learning, making choices, helping themselves to toys and resources and readily approaching the childminder if they need help or support. Children's language development is encouraged through engaged conversations and sharing books and rhymes.

The childminder is enthusiastic and passionate about the service she provides. She demonstrates a natural affinity with children, anticipating and responding well to their learning and developmental needs. Children's learning is effectively supported and children make good progress towards the early learning goals. Children benefit from a wide variety of planned and spontaneous activities, which are organised around their needs. There is a great sense of fun in the setting; children are happy and eager to attend and readily engage with the childminder in the activities and games on offer. They eagerly take part in craft sessions, such as finger painting, and making hand prints and enjoy the experience of spreading the paint across the paper and experimenting with different colours and textures. Displays of children's art work adorn the walls, helping to instil a sense of pride and belonging for all children.

A stimulating weekly plan of activities and outings is planned and adapted as necessary to meet individual children's likes and dislikes. Excellent use is made of local resources, such as libraries, parks, museums and toddler groups. Children enjoy a wealth of creative and stimulating activities at these settings, as well as having opportunities to socialise with children of different ages. Children enjoy daily outdoor activities in the garden and learn to move with dexterity and skill as

play with the wide variety of equipment. Their knowledge and understanding of the world and healthy living is fostered through growing vegetables from seed, which they feed and nurture until ready for harvest. They enjoy the end product of their work as they eat the potatoes and vegetables that they have grown as part of their daily diet. The childminder has begun to collate written observations on the children and also takes photos of them in their play which she shares with parents. However, observations are not yet used to clearly identify next steps for individual children in line with the early learning goals. This is an aspect of the service that the childminder is keen to improve and she has already identified this as an area for development.

Children are carefully supported to learn good basic hygiene skills through the use of effective hygiene routines, such as hand washing. Children are offered an excellent range of healthy and balanced meals and snacks, which frequently contain foods that they themselves have grown in the childminder's garden. Drinking water is readily available. Close working partnerships with parents and other professionals ensure that children's individual needs are well met. The childminder works closely with parents to ensure children's personal care needs, such as sleeping, nappy changing and toilet training, are met.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met